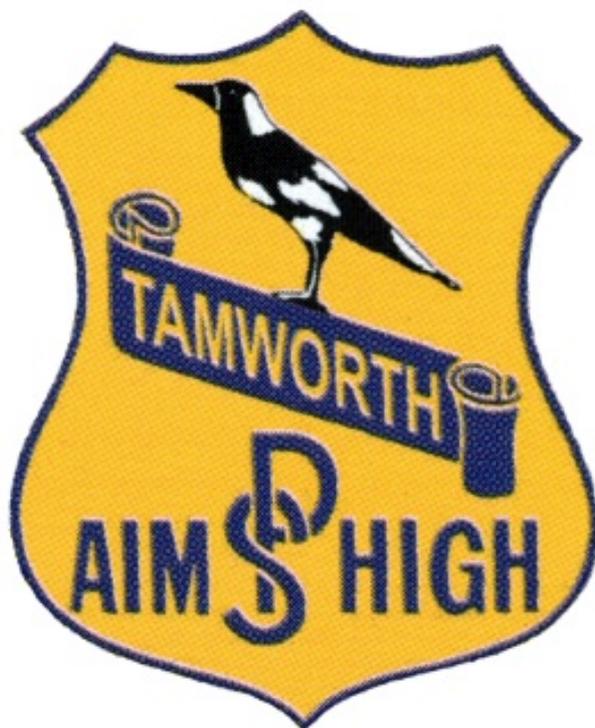


# 2021 Annual Report

## Tamworth Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Tamworth Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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2021 began with high expectations that we would be spared the disruptions experienced in 2020 but we know now that was not going to be the case. Our school and the community that supports us once again rose to the occasion and teaching and learning continued all be via different modes and formats. The continuation of modified activities and events as a school and community has had its challenges but we have tried to keep our students, their learning and wellbeing the main reason we are here.

Our students, your children have been remarkable in the way they have adapted and adopted the new ways of doing school. Our teachers and support staff who from the outset of the pandemic in 2020 moved forward rather than retreating from the challenge, so that our students would not be disadvantaged and that their education would continue.

We are a school of high standards and high expectations our staff and students reflect these standards.

I am just the leader of an amazing staff many of whom have continued to work without a break, designing and redesigning units of work, modes of delivery and communication to check on our students to see how they were travelling when they couldn't meet up with their friends or teachers face to face during our extended 5 week Learning from Home period this year. Staff worked from home as well as at school to make sure our students remained connected and valued.

But it hasn't only been our teaching staff. Our office and support staff have had to adapt to each new procedure, form and safety alert issued so that everyone working and learning at school could do so safely.

I must also salute the families who had to take on the role of teachers when our students commenced their period of Learning from Home. Many of you had to balance the role of parent/teacher and employee working from home during lockdown periods. Today we acknowledge the sacrifices you made and your commitment to ensuring learning continued in your homes.

One of the many positive outcomes from this year is a new-found respect for one another's roles in the education of our children and the deepening of our lines of communication, enriched by the utilisation of new technologies and an openness to keep each other informed. It has been sad not to have parents involved on a daily basis at school, after hoping this would not be the case, but another positive spin off has been the obvious and observable maturity and self-confidence many of our students now display because of having to take responsibility for themselves as well as their siblings.

Unfortunately, once again all of our planned major excursions and some of our school events were not possible this year but those we have been able to undertake have been well received by teachers and students.

Through these difficult times we were still able to hold our Swimming and Athletics Carnivals, Cross Country and Learn to Swim Programs. We have had to change Friday assemblies and award ceremonies.

I want to thank Kev Squires and Bobbie Smyth who as Deputy Principals have had to shoulder much of the burden of these changes. We also welcome back Mr Jones to his role as DP. And my Assistant Principals - Sue Klingsch and now Monica Rodgers Early Stage 1, Catherine Abberfield Stage 1, Amanda Delohery Stage 2, Scott Schmutter Stage 3, Keira Duxbury Special Education. These wonderful people have responsibility to make sure their stages continued to deliver quality education in all the various forms this year has necessitated.

Sadly, we lost one of our team at the end of 2021. Mrs Judy Hindmarsh Assistant Principal Early Stage One passed away after a long battle with cancer. She was a much loved and dedicated educator and leader and will be greatly missed. A section our Kinder Korner outdoor

I want to thank our Office ladies lead by our new School Administrative Manager Melissa Ryan who have valiantly answered all your enquiries and maintained our lines of communication and looked after our sick and injured. Thank you, ladies. Someone who is totally committed to making sure everything works well on site - Mr Gary Wall and his new offsider Paul Briscoe - I thank you for the long hours you put in and the care you take with everything you do.

This year more than any other our school cleaners have been asked to do more, so I want to thank Nina, Ross, Bonnie and Lemi for their dedication efforts to help keep us all safe.

Much has been achieved on site this year with Year 5 and 6 occupying the new classroom spaces, our tennis courts have been repainted, new basketball backboards -thanks P & C, New Shade Sails, an oval watering system to drought proof our main oval, new turf on the infants' oval, our library continues to evolve into a colourful and exciting learning space thanks to Miss Mack and Mrs Ryan.

Trees have been planted on the oval and in key locations around the school thanks to the keen efforts of our SRC in partnership with our P & C. The shade from the trees will be enjoyed by future generations of students.

We have continued to provide opportunities for our students to shine., whether it is in the area of art, poetry writing, music, public speaking or debating, we have managed to continue these activities.

Another important group in our school is our P&C. under the new leadership of Mrs Kelly Clarke. Our P & C are a group of volunteer parents who fundraise to support our school and their help and contributions make our school a stronger community.

They have also been instrumental in securing an additional crossing supervisor for our Bourke Street crossing, and now the Brisbane Street Crossing, thank you P & C. We are really looking forward to the new primary playground equipment being installed over the holidays.

One of our most essential services in our school is our Canteen. Operated by the P & C and managed by Lou and her team. They have also had to make changes to their operations during the depths of the pandemic but thank goodness they returned to almost full operation this term.

Our school continues to strive for academic excellence from Kindergarten to Year 6 and teachers and students alike have high expectations. You can see that our commitment to lifting performance and building the best possible citizens continues with the many award winners before us today. As a school we are committed to partnering with parents to equip the next generation with the skills necessary to make our world a better place.

We are here today to celebrate the achievements of our wonderful students who have risen above the challenges associated with what appeared to be a disjointed school year to achieve their very best. Today we salute you and tell you we are proud of your achievements. Today is all about you.

Term 4 has been a busy term with many important activities and events which form part of a child's lasting memories of school life. We have had to organise these differently to achieve compliance with COVID guidelines, but we have also added a bit of fun. I think the students at our school love to dress up wear Green for trees, Book Week characters, Christmas dress up just to name a few.

I want to thank our school student leaders, our SRC and Outgoing Captains Jemma Carr and William Green and our Vice Captains Laura Hall and Max Brown for their valuable and helpful service to the school. Our House Captains also had their opportunities to shine, and I want to acknowledge the fine work you have also undertaken this year.

This year we farewell a much-loved staff member - Miss Jennifer Battle has been at TPS since 2012 and has contributed much to the fabric of our school. Our strength as a chess playing school can be contributed to her enthusiasm and dedication. Her love of literature, history and all things gardening will be missed. She has had a long and distinguished career in teaching and we wish her all the best in her retirement.

We hope 2022 will continue to be a year of continued improvement in student performance across literacy and numeracy, also in the areas of sport and creative arts.



## School vision

Empowering our students through an enriched and caring learning environment to be responsible community members who are successful, confident and creative global citizens.

## School context

Tamworth Public School has an enrolment of 889 students (including 12% Aboriginal and 10% EAL/D (English as an Additional Language or Dialect) students). The school is situated in East Tamworth and has a long heritage with the area being established in 1855. All teaching spaces have interactive whiteboard technology and were recently refurbished. Tamworth Public School runs a number of extra curricula programs, including gymnastics, tennis and music and prides itself on its extensive history of excellence in participation and achievement across many and varied academic, cultural and sporting programs. Our school enjoys the support of Parents/Carers and students working to develop a learning community providing a balance between maintaining traditional values, while keeping pace with technology and social change. We have an extremely motivated and supportive Parents/Carers and Citizens Committee. The school provides education for a broad range of students from a multitude of backgrounds and has a strong, EAL/D program. The school caters for a wide variety of student abilities and includes a designated Opportunity Class, as well as three Special Education classes, one being an IM (Mild Intellectual) class, an IO/AU (Autism and/or moderate intellectual disability) class and an MC (Multi-categorical).

During 2018 the final plans for the upgrade of the school with new teaching spaces and staff amenities was released for the community to comment. Construction was completed in October 2020. Survey results indicate students enjoy their time in their school and Parents/Carers feel welcome and valued. Care, Courtesy and Consideration is the school's statement of purpose with regard to the relationship we encourage between students, Parents/Carers, staff and the wider community.

To further add to the gains made over the last 5 years in literacy the school will need to commit to a continued program of improvement in the teaching of Literacy K to 6. These improvements will focus on teaching and learning programs, effective use of data to inform teaching, quality feedback and the monitoring of student performance throughout the school but especially at key transition points. New teaching staff will need to be trained in Sound Waves and 7 Steps to Writing Success as these programs have helped drive improved student results across the school. Expectations need to be set in a uniformed and strategic way to ensure continuity of student learning through consistent and explicit teaching. An improved collection/interpretation and utilisation of data to inform teaching must become a key priority. The school will also draw on the What Works Best (WWB) in Practice resource in the areas of High Expectations, Assessment and Classroom Management in Stage based discussions and activities to improve the teaching of Literacy and Numeracy.

The implementation of the new K-2 syllabus will require the school to adjust its established K-6 Scope and Sequences to align them to the new syllabuses. The school will also need to undertake further professional learning in Learning Progressions. As mentioned in Literacy teaching, improved collection/interpretation and utilisation of data to inform teaching must become a key priority as the school needs to move to a more data rich environment to make sure High Expectations are being met and that our Assessments are really measuring what we need to measure.

Tell Them From Me (TTFM) student surveys indicate that students have a high expectation of success - 94% but their Sense of Belonging scored quite low at 69% compared to the State on 77%. With a trend that shows Year 5 consistently felt a loss of belonging from their Year 4 results. This could be an indicator of student disconnection to the school community and lack of power to control their own learning or to participate in the decision-making practices of the school at the very time they are ready to participate in these very same activities. The school will need to develop with student's genuine experiences in which they can direct their own learning, participate in decision making and effect change across the school. Student Agency and Voice will become a priority of the school. Visible Learning concepts should provide students with the understanding, knowledge and tools to develop clear learning goals and to receive quality feedback from their teachers. A great focus on student agency and voice as well as structured and systematic approach to late arrivals to school should see a lift in Student Attendance to reach the agreed targets surrounding the 90% attendance rate.

With the completion of our new learning spaces following a large building program and the experimentation in co-teaching by Stage 3 and collaborative planning for effective teaching experienced by all teachers during 2021 further ground work has been set for an implementation of further coaching and mentoring as well as the use of new technologies for learning. All of which will provide aspiring leaders the opportunity to guide teams towards aspects of school improvement. QTSS (Quality Teaching Successful Students) time will be targeted towards the improvement of teaching programs by effective coaching and mentoring and systematic instructional leadership of our Stage Leaders. This should also better align teaching programs with syllabus outcomes, visible learning pedagogies and data informed teaching.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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To Improve student learning outcomes in literacy and numeracy, the school will develop and sustain Kindergarten to Year 6 processes for the collection and analysis of data. This will ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence- informed strategies with well - designed and executed assessment practices.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- K-2 Syllabus Implementation & Learning Progressions
- Data Driven Practices

### Resources allocated to this strategic direction

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**Professional learning:** \$19,189.37

**Literacy and numeracy:** \$11,813.35

**Socio-economic background:** \$7,146.23

**Aboriginal background:** \$12,208.90

### Summary of progress

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This year the school has been in the implementation phase of PLAN2 and Progressions and therefore has seen minimal impact. Staff knowledge has been increased through professional learning which was developing positive results with teaching and learning.

Staff received training in Plan 2 and Visible Learning during the year. Investigating one area of literacy - Understanding Texts, teachers selected a cohort of students to track and monitor on PLAN2.

The executive received professional learning from Instructional Leaders who provided opportunity of discussing and organising forward planning with PLAN 2 taking into consideration our school context, students, and size.

Being able to organise whole school professional learning opportunities including face to face and online activities enabled staff to engage in curriculum discussions, log onto PLAN2 and navigate around the site in a supportive environment.

Unfortunately, due to COVID and time spent away from the school, the necessary follow up for data collection and entry data became restricted. The disruptions also hampered the ability for staff to use and trial tracking for their groups on PLAN2. The many external disruptions, (COVID), which took time away from teaching and created workspace management matters meant that some of the schools planned activities had to be postponed until restrictions were lifted and even then, moved to 2022.

Through collegial discussions across the school, it was decided to change the Progression literacy focus to Creating Texts for 2022 as this will enable staff to make connections of how the strand connects with their current programs for writing. Concentrating on one focus area will allow all teachers to implement it well, engage in professional conversations and plan for consistency in teacher judgment.

The school will provide more professional learning opportunities which will continue to be a driving focus across the school with leadership coming from executive members.

K-2 teachers will become familiar with the new K-2 Syllabus, with professional learning modules presented online throughout 2022. All executive will work closely with Assistant Principals - Curriculum and Instruction, ensuring that staff become familiar with the document and are ready for its implementation in 2023.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Achievements of 2024 negotiated targets</p> <p>* Top 2 bands NAPLAN Reading increase from a base of 46.3 to 49.0% (uplift) of 2.7%</p> <p>* Top 2 bands NAPLAN Numeracy increase from a base of 37.1 to 43.7 (uplift) of 6.6%</p> <p>* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Reading from a base of 50% to 64.3% an (uplift) of 14.3%</p> <p>* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Numeracy from a base of 53.6% to 63.7% an uplift of 10.1%</p>	<p>For the top 2 bands in NAPLAN Reading, the school is on target and has increased the top two bands to 50% and has a target for 2022 of increasing the upper band to 54% and the lower band to 49%.</p> <p>Some of the contributing factors for has been intense professional learning focusing on making students better learners and teachers delivering explicit, purposeful and rich lessons with valuable feedback to promote growth.</p> <p>Stage two had a strong focus on the Super Six Comprehension Strategies.</p> <p>The school utilised COVID Intervention Support with sixty students accomplishing personal goals and moving through the program.</p> <p>The NAPLAN Check-in-assessment was a valuable assessment tool measuring and identifying strengths and weaknesses for the school to drill down and lift student performance.</p> <p>For the top 2 bands in NAPLAN Numeracy, the school is on target and has increased the top two bands to 40.72% and has a target for 2022 of increasing the upper band to 48.70% and the lower band to 43.70%.</p> <p>The school supports differentiated maths groups across stages and this approach enables students of like groups to work together at the same level with instructional teaching taking place.</p> <p>There is also a top group of students who are placed in an extension group and are presented with above stage mathematical tasks.</p> <p>The school utilised COVID Intervention Support with sixty students accomplishing personal goals and moving through the program.</p> <p>The NAPLAN Check-in-assessment was a valuable assessment tool measuring and identifying strengths and weaknesses for the school to drill down and lift student performance.</p> <p>For the increased percentage of students achieving growth in year 5 NAPLAN Reading, stage three implemented an intensive reading program targeting vocabulary, comprehension, sentence structure and grammatical features.</p> <p>The school utilised COVID Intervention Support with students accomplishing personal goals and moving through the program.</p> <p>The NAPLAN Check-in-assessment was a valuable assessment tool measuring and identifying strengths and weaknesses for the school to drill down and lift student performance.</p> <p>For the increased percentage of students achieving growth in year 5 NAPLAN Numeracy, the school supports differentiated maths groups across stages and this approach enables students of like groups to work together at the same level with instructional teaching taking place.</p> <p>There is also a top group of students who are placed in an extension group and are presented with above stage mathematical tasks.</p> <p>The school utilised COVID Intervention Support with students accomplishing personal goals and moving through the program.</p>

<p>Achievements of 2024 negotiated targets</p> <ul style="list-style-type: none"> <li>* Top 2 bands NAPLAN Reading increase from a base of 46.3 to 49.0% (uplift) of 2.7%</li> <li>* Top 2 bands NAPLAN Numeracy increase from a base of 37.1 to 43.7 (uplift) of 6.6%</li> <li>* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Reading from a base of 50% to 64.3% an (uplift) of 14.3%</li> <li>* Increased (uplift) percentage of students achieving expected growth in (Yr 5) NAPLAN Numeracy from a base of 53.6% to 63.7% an uplift of 10.1%</li> </ul>	<p>The NAPLAN Check-in-assessment was a valuable assessment tool measuring and identifying strengths and weaknesses for the school to drill down and lift student performance.</p>
<ul style="list-style-type: none"> <li>* Top 3 Bands Reading ATSI increased (uplift) percentage of students in reading to 49%</li> <li>* Top 3 Bands Numeracy ATSI increased (uplift) percentage of students in numeracy to 34%</li> </ul>	<p>ATSI students are showing significant growth in NAPLAN Reading, Writing and gradual steady growth in Numeracy. This is the result of fostering high level of support from parents and families in formulating plans and appropriate personal goal setting with the collaborative support of all staff.</p> <p>For the top 3 bands in NAPLAN Reading , the school is on target and has increased the top three bands to 63.64% and has a target for 2022 of increasing the upper band to 58% and the lower band to 53%.</p> <p>For the top 3 bands in NAPLAN Numeracy , the school is working towards its target of 34% but in 2021 the Numeracy uplift was 38.24%. Targets for 2022 are to increase the upper band to 47.80% and the lower band to 42.80%.</p> <p>As a direct result of high quality, teaching and learning programs developed collaboratively with classroom teachers and the learning support team, the 2021 NAPLAN results have reflected the narrowing of the gap in Literacy and Numeracy for Indigenous students. The school is on track for meeting 2022 NAPLAN targets.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>* Curriculum- Maintain Sustaining &amp; Growing to Excelling</li> <li>* Assessment- Move towards Sustaining &amp; Growing</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>* Effective Classroom Practice - Maintain Sustaining &amp; Growing</li> <li>* Data Skills and Use- Move towards Sustaining &amp; Growing</li> <li>* Learning &amp; Development- Move towards Sustaining &amp; Growing</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>* Educational Leadership- Move towards Sustaining &amp; Growing</li> </ul>	<p><b>Curriculum</b> - Through effective leadership implementation and consultative discussions around PLAN2 and Learning Progressions, the school has maintained Sustaining and Growing as staff learnt new knowledge, attended PL and were guided through curriculum documents to support explicit teaching and learning.</p> <p><b>Assessment</b> - the school reviewed assessment practices and developed a more targeted approach to formative assessment. The school moved towards Sustaining and Growing and will continue to build growth of staff in the use of effective and purposeful assessment through effective collection and analyses of data. The school will provide further PL to support staff with developing skills in formative and summative data collection.</p> <p><b>Effective Classroom Practice</b> - teachers attended various PL to support school initiatives such as Visible Learning and curriculum implementation such as PLAN2, K-2 Syllabus Implementation and from these workshops staff incorporated CORWIN teaching/and learning strategies into their classrooms leading towards explicit engaging teaching and began to become familiar with Progressions by gathering data on selected students in the areas of Quantifying Numbers and Understanding Texts. The school will maintain Sustaining and Growing as we all continue to learn more about PLAN2, Progressions and the new K-2 Syllabus.</p> <p><b>Data Skills and Use</b> - After participating in face to face PL, completing online courses, listening to how other schools collect data and putting these experiences into effective classroom practices, staff were becoming more</p>

<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>* Curriculum- Maintain Sustaining &amp; Growing to Excelling</li> <li>* Assessment- Move towards Sustaining &amp; Growing</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>* Effective Classroom Practice - Maintain Sustaining &amp; Growing</li> <li>* Data Skills and Use- Move towards Sustaining &amp; Growing</li> <li>* Learning &amp; Development- Move towards Sustaining &amp; Growing</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>* Educational Leadership- Move towards Sustaining &amp; Growing</li> </ul>	<p>familiar of recognising high level data forms. The school moved towards Sustaining and Growing and will extend on this professional growth as this is valuable in providing clear and accurate analysis of student progress and achievement as well as effective assessment informs planning right across the whole school.</p> <p><b>Learning and Development</b> - It has been evident from talking with staff, visiting classrooms, discussions at meetings, information collected from surveys and feedback from the community that content being taught across the school is richer and more engaging because of the schools structure and organisation ensuring that all staff are supported. The school moved towards Sustaining and Growing and will continue to draw on expertise within its staff to deliver professional learning, mentor staff, take on executive leadership roles as well as developing classroom teachers to feel valued and appreciated.</p> <p><b>Educational Leadership</b> - the executive team provided many opportunities for increasing staff curriculum knowledge, staff personal growth, student learning growth and executive leadership. Opportunities were available for staff to coordinate workshops, lead PL sessions, gather feedback from staff for curriculum support, guide staff in using PLAN2 and Progressions, model explicit teaching, provide feedback to staff on data collection and learn with everyone about the new K-2 Syllabus. The school moved towards Sustaining and Growing and will continue its exceptional leadership support by regularly addressing feedback on school performance from students, staff, parents and the community as well as expecting and demonstrating high expectations.</p>
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## Strategic Direction 2: Leading for Learning

### Purpose

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The school will create the conditions for teachers to understand their impact on student outcomes and to continually improve their teaching practices. To have every student see themselves as a leader of their own learning. Embedding consistent language and visible learning practices across K-6.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Visible Learning - Planning and Assessment 2021
- Visible Learning - Implementation 2022
- Visible Learning - Evaluating for Sustainability 2023+

### Resources allocated to this strategic direction

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**Professional learning:** \$34,292.46

**QTSS release:** \$4,688.01

**Location:** \$1,937.39

### Summary of progress

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During 2021 the school embarked on a whole school approach to increase student engagement, teacher delivery, effective assessments and feedback to students. The strategic direction for this was to implement Visible Learning strategies.

The program began with selecting a leadership team to drive Visible Learning across the school. With staff nominated and accepting the professional role, a timeline of professional learning was organised for the whole school and for 2021.

Being the first year of a three-year cycle, staff participated in online learning gaining rich understanding into John Hattie's research on Visible Learning and exploring the five key Visible Learning Strands (The Visible Learner, Know Thy Impact, Visible Teaching and Learning, Effective Feedback and Aligned Systems and Processes). The leadership team gathered base line data from various student surveys and classroom walkthroughs about inhibitors that were affecting student learning and after attending an Evidence into Action Day the leadership team developed processes for whole school data collection, student focus groups and classroom walkthroughs.

Through effective leadership and regular professional learning, a consistent language approach was established across the school which contributed to the success of this program. Staff also developed an understanding of the four components of a visible learner which are: learners who use learning dispositions; understand how to learn; are assessment capable; and seek, give and receive feedback.

The success of this program is due to a whole school approach and the willingness to experiment new ways of developing teacher skills and student learning through Bump Up Walls, feedback procedures, walkthroughs and teachers moving away from listing behaviours as prevention towards learning but now focusing on dispositions that inhibit growth.

The rewarding result of this program is that staff want to know more, learn more and be successful in delivering explicit teaching and learning.

Due to external interruptions, some professional learning had to move to online and some visible learning plans slowed down. The school decided that it was better to develop the foundation knowledge of Visible Learning and why it is important rather than jump into other aspects.

The school felt it didn't involve the parent body as much and thought this was partially due to COVID interruptions because when school returned from lockdowns it proceeded with its strategic plan which included booked consultants.

With collaborative discussions, staff collectively developed five key learning dispositions that they felt their learners needed to increase their personal growth in academic, social, emotional, cultural and sporting areas. The schools' dispositions are Resilient, Risk Taker, Motivated, Creative and Collaborative.

Artwork supporting these five Learning dispositions will be published and displayed in classrooms and prominent positions across the school to motivate, inspire and keep students focused on being responsible learners.

A professional learning calendar for 2022 has been developed and staff are keen to build upon the Foundation Training and move to Impact Series training, which is about Developing Visible Learners, The Visible Teacher, Assessments, Feedback, Mindframes for Success, Using the SOLO Taxonomy and How Students Learn. This learning will be delivered by CORWIN consultants.

Next year, this strategic direction will continue and the school will build upon staff understanding of Learning intentions and Success Criteria, with the aim to broaden the scope of expectations for the use of these. The school will also heavily focus on building student and parent knowledge and understanding of our five key learning dispositions, with the emphasis on maintaining a consistent language across the school.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>1. Initial student survey information to guide the direction of improved understanding of what makes a good learner</p> <p>2. Learning Intention and Success Criteria are evident in all Writing teaching and learning programs K-6.</p> <p>3. Initial staff surveys information to guide the direction for increased successful collaboration and co-teaching opportunities</p> <p>4. Level of teacher feedback surveyed to develop a baseline</p>	<p>Student surveys were completed across the school and produced varying results. Some of the surveys included: K-2 survey; 3-6 Monkey survey; Focus Groups K-6 and Classroom Walkthroughs. The results of the surveys were analysed by the leadership team. Base line data statements were established based on survey results. The leadership team presented to the executive a proposed journey for the school to take to build teacher knowledge around visible learning which would then transfer to students making them better learners.</p> <p>With specific professional learning, stage meetings, whole school discussions and executive modelling expectations of Learning Intension and Success Criteria, staff became confident in documenting this in their writing programs.</p> <p>Some teachers have been experimenting with using Learning Intension and Success Criteria across other key learning areas.</p> <p>In 2022 there will be a continuation of professional learning for all staff to support the Foundation work started in 2021.</p> <p>Stage three staff have had opportunities of cooperative teaching which has worked well for 2021. Other parts of the school haven't been able to manage cooperative teaching because of classroom layout.</p> <p>Unfortunately as COVID lockdowns and school closures occurred during the year and with new guidelines being introduced, cooperative teaching was put on hold as cohorts were not able to mix.</p> <p>Staff completed feedback following their many CORWIN professional learning opportunities the results indicated that staff wanted to know more about of Learning Intension and Success Criteria and what makes a good learner.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p>* Learning Culture- maintain Sustaining &amp; Growing</p>	<p><b>Learning Culture</b> - There was need for our school to encourage an appreciation of learning across the school and with the students being able to take responsibility for their learning. Our school wanted to develop a culture of learning where staff and students continually seek, share and apply new knowledge. This culture was to improve communication, encourage students to take educational risks, develop problem solving skills, interact more with each other and demonstrate through practice that</p>

## Teaching

\* Effective Classroom Practice - maintain Sustaining & Growing

\* Data Skills and Use- move towards Sustaining & Growing

\* Learning & Development- move towards Sustaining & Growing

## Leading

\* Educational Leadership- move towards Sustaining & Growing

\* School Planning, Implementation and reporting -move towards Sustaining and Growing

learning is a lifelong process. Our school is maintaining Sustaining and Growing and will continue to build on the positive foundations of learning by continuing the course of explicit teaching methods demonstrating commitment with in the school community that all students will progress with their learning.

**Effective Classroom Practice** - Initiating through whole school consultation a Visible Learning approach to teaching and learning has brought the school to a cohesive approach to making a difference to the learning culture of the school. All staff participated in gathering deep knowledge of and the effectiveness of Visible Learning. Using concepts from CORWIN, teachers encouraged students to become aware of their knowledge through reflective strategies such as: think about, talk about, and write about what students know so far, reflecting on the task. and teaching the vocabulary about a task. The school is maintaining Sustaining and Growing and will strengthen effective classroom practice by having high expectations, encourage students to have positive interactions with each other, providing feedback often and modelling how students can learn.

**Data Skills and Use** - In order to increase student learning, the school collected data from teachers to ascertain their understating and application of learning intentions and success criteria and what it means to provide regular feedback that promotes learning. The results from data collected indicated there was a need to enhance staff knowledge on effective data collecting and using this data to inform teaching and increase student learning. Graphs, checklists, online data entry, programs, NAPLAN, formative and summative forms were all used and assisted with changing mindset for teaching. The school is moving towards Sustaining and Growing and will stay on this successful path as staff are supported in using data effectively to evaluate student understanding of lesson content.

**Learning and Development** - The school has been proactive with collaborative practice and feedback. The opportunities provided to staff, executive and students has been paramount to the schools educational vision of making learners lead and take responsibility for their learning. With encouraging coaching and mentoring programs in place, everyone has been guided through professional learning to equip themselves In becoming teachers of learners that will lead. The school is moving towards Sustaining and Growing and will strengthen staff to actively evaluate, share and discuss learning from targeted professional development with other staff to improves whole school practice that drives student learning.

**Educational Leadership** - Educational leadership is defined as occurring when someone takes the initiative to facilitate conditions for implementing change in teaching and learning, (Google). It is clearly evident that the leadership is united, is positive, has high expectations, manages performance, connects with community, is communicative and passionate about teaching and learning. Opportunities arose for all staff to take on leadership roles. Leadership is promoted and with this promotion comes support, direction and professional growth. Curriculum growth over the past twelve months has been immense. The school is moving towards Sustaining and Growing and will continue the great work in building capacity of staff to be leaders who are leading their staff through the implementation of syllabuses and associated assessment and reporting processes that meet NESA and Department of Education requirements.

**School Planning, Implementation and Reporting** -during this turbulent year with many disruptions to learning due to the continual COVID19 pandemic, it has been highly recognised through internal feedback and departmental surveys that school planning, implementation and reporting has not been neglected but rather brought to the forefront of school business and seen as a priority for the school to take on board its strategic directions whilst accommodating changes throughout the year. Staff continued to engage with PL, students still led functions, executive managed curriculum, welfare and admin and the community were still a huge part of the school. All theses success were based on a professional cohesive leadership team that actively supported change that led improvements and created opportunities where feedback about the impact

<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>* Learning Culture- maintain Sustaining &amp; Growing</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>* Effective Classroom Practice - maintain Sustaining &amp; Growing</li> <li>* Data Skills and Use- move towards Sustaining &amp; Growing</li> <li>* Learning &amp; Development- move towards Sustaining &amp; Growing</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>* Educational Leadership- move towards Sustaining &amp; Growing</li> <li>* School Planning, Implementation and reporting -move towards Sustaining and Growing</li> </ul>	<p>of change could be shared and monitored. The school is moving towards sustaining and growing and will continue to develop forums where staff are a part of the planning cycle, feedback on progress is shared and implementation involves everyone.</p>
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### Purpose

To improve student empowerment the school will develop genuine experiences with students in which they have ownership and responsibility for their own learning (Agency), and participate in decision making that allows for student feedback (Voice) creating real change across the school. This will enhance student's sense of belonging.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Peer Support Program
- Student Feedback & Decision Making

### Resources allocated to this strategic direction

**Aboriginal background:** \$15,966.02

**Socio-economic background:** \$10,825.34

**Professional learning:** \$8,646.56

**Location:** \$1,541.78

### Summary of progress

The school analysed its data on student welfare referrals, activities operating during break times, number of students not participating in any form of social connections and disconnection to learning. From this collected data and with whole school input the school put in place a peer support program to provide an avenue for students to have a voice and strong connection to their school.

Visible Learning has been timetabled into professional learning for 2022. The Foundation Days have assisted staff to better understand the benefits of Visible Learning in terms of feedback (student agency and voice) and staff feel confident in delivering effective feedback.

The school does have a student leadership program in operation which supports students developing leadership skills, organising and running activities and delivering responsible services across the school such as leading assemblies, welcome guests, attending community services etc.

Unfortunately, due to multiple COVID disruptions resulting in lack of continuity of the program, having students learning from home and unable to have cohorts mix, the program was placed on hold and after further consultation it has been decided to delay the school designed concept for twelve months while a more detailed program might be sought.

The school felt that having two student leadership programs running side by side, as well as welfare programs and supporting these programs with human resources became an overabundance which also hindered its implementation.

The school did commence investigating an alternative leadership program involving virtual and in person packages. The presenter is an inspirational speaker and planner. Funds for this program have been set aside for its consideration as it seems more in line with motivating, leading and lifting students to inspire others.

The school will identify some other year six students to join school leaders and build their capacity ensuring student planning processes are culturally informed.

The school will continue to strengthen its PDH program that supports students in all aspects of welfare and this will be supported by continued implementation of Visible Learning strategies in the classroom developing a culture of effective feedback.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A Sense of Belonging from 91% to	With Sense of Belonging the school didn't meet the target of 92%. Since

<p>92%</p> <p>Expectations for Success maintain 94%</p> <p>Advocacy at School from 67% increase to 70% (uplift of 3%)</p> <p>Student Wellbeing ; Tell them from me increased to 85.3%</p>	<p>2019 student sense of belonging shows a downward trend from 77.19% (2019) to 69.15% (2020) to current result of 66.87%.</p> <p>The decline in this area could be attributed to:</p> <p>COVID19 making news in 2019 and causing disruptions to learning spaces through to end of 2021.</p> <p>Many new building infrastructures happening across the whole school.</p> <p>New Co-Teaching Spaces operating for the first time in 2021.</p> <p>The school's target for 2022 is to increase student sense of belonging to 83.23%, an uplift of 16.36%.</p> <p>With Expectations for Success the school exceeded its target of 94% with an uplift of 1.41% taking it to 95.41%. This result is due to explicit teaching and learning implementing reforms with a whole school approach of implementing Visible Learning strategies which focus on success criteria. This result is an increase of 1.91% from 2020 of which the school dipped from its result of 95.42% in 2019. The target for 2022 is to maintain this achievement with an uplift of 2%.</p> <p>With Advocacy at School the agreed uplift of 3% was exceeded taking the school to 88.65% but results indicate a decline since 2019.</p> <p>The schools target for 2022 is to increase Advocacy at school by 11.2%.</p> <p>With Student Wellbeing the school result for 2021 was 83.66% and therefore did not meet its target. Since 2019 Student Wellbeing has been declining from 87.30% to 83.87% in 2020 and now at 83.66% for 2021.</p>
<p>Attendance Data will show an uplift from 80.16% to 82% . An uplift 2.16%</p>	<p>With Attendance, the school target was to uplift attendance by 2.16% from 80.16%. Unfortunately results show that the school's actual attendance for 2021 was 74.46% 90% of the time and therefore did not meet its target.</p> <p>Since 2019 student attendance has been declining. At 90% of the time, for the following years was: 2019 87.30%, 2020 83.87%, and in 2021 74.46%.</p> <p>These results could be due to the pandemic and first year of utilising Co-Teaching Spaces where some students may not have felt as comfortable as they previously did in a regular classroom setting.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning</b></p> <p>* Wellbeing- maintaining Sustaining and Growing</p> <p>* Reporting - moving towards Sustaining and Growing</p> <p><b>Teaching</b></p> <p>* Effective Classroom Practice - maintaining Sustaining &amp; Growing</p> <p><b>Leading</b></p> <p>* Educational Leadership- moving towards Sustaining &amp; Growing</p> <p>* School Planning, Implementation and</p>	<p><b>Wellbeing</b> - The school investigated ways of increasing student leadership across the school and developing avenues for students to work with students and for students to feel connected, succeed and thrive at school. This initiative was driven by the school's strategic direction of developing leaders and empowering students to flourish, do well and prosper. Encouraging students to implement a peer support program, created a ripple effect across the school where students had the opportunity of developing relationships with other students and not feeling on their own. The school is maintaining Sustaining and Growing as there is more powerful work to be done in this area and the school will be developing the program so that students will be respected, valued, encouraged, supported and empowered to succeed through evidence based approaches, programs and assessments that regularly monitor student learning needs.</p> <p><b>Reporting</b> - Data was analysed from students and the findings were shared with executive, discussed with Aboriginal Team, the SRC and the P&amp;C. Through further discussions it was agreed upon to formalise a support program where students could identify a staff that they can confidentially turn to for advice and assistance at school. With the implementation of a supportive program, evidence of student behaviours, application to school, attendance and social interaction is compiled and presented through individual student reports which meet the Department of Education requirements. The school is moving towards Sustaining and Growing and will continue to provide parents /carers with information on the learning progress of their children which includes reports, interviews and</p>

reporting -moving towards Sustaining and Growing

opportunities to discuss this progress.

**Effective Classroom Practice** - With a whole school approach to evidence based programs and lessons that promote learning and growth, staff have been proactive in supporting students in promoting optimism, resilience, relationships, self worth and with this explicit supportive and caring approach students are developing more confidence with their learning, emotions and behaviours. The positive classroom environments enabled students to contribute to learning with a voice with no fear of rejection, allowed students to work with students investigating, sharing and collaborating and students are developing strong connections to their learning. The school is maintaining Sustaining and Growing and will continue to embed explicit, specific and timely feedback to students that supports and improves students learning, further advance students in becoming peer leaders to facilitate activities and up-skilling staff in questioning and assessing techniques to assess students needs.

**Educational Leadership** - There are many successful programs implemented across the school which have been welcomed because of the consultation with all stake holders. There is an ownership of what is being introduced as a new focus area and this ownership is from inviting the school community to be a part of the decision making, setting the course, developing time frames and designing feedback. It is through the passion, drive, communication, coaching, pace-setting, inclusiveness, reflection and community building that makes this school feel proud of its achievements. The school is moving towards Sustaining and Growing and will develop leaders to monitor curriculum through instructional leadership, continue to have high expectations of teacher performance, student learning and community input and ensure that students have a voice.

**School Planning, Implementation and Reporting** - It was from a clear direction and a collective approach to improve student wellbeing that staff engaged in data analysis, attended PL, met with ATSI students and attended GRIP conference. With this collaborative forward planning for continuous improvement across the school, staff, students and community had input for the program. Using feedback from various groups helped construct the strategic direction with supportive activities that enhanced teaching and learning, well-being, attendance, participation in class and events which resulted in increased confidence and self worth for everyone. The school is moving towards Sustaining and Growing and will continue to have clear processes that help address the school's planned strategic directions and meets the school's improvement measures.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$2,775.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> <li>• EAL/D specialist teacher engaged five days per week to implement the New Arrivals Program (NAP) for targeted students.</li> </ul> <p>Support and Interviews with new enrolments of EAL/D students and families to assess needs.  New Arrivals Information Flow Chart for enrolling new students used and information shared with class teachers.  New Enrolment Check List for parents and teachers utilized.</p> <p>Assessments conducted and funding applications completed for newly arrived students.</p> <p>Fee exemption applications completed successfully for families.</p> <p>Continued support for families and teachers during the learning from Home period in Term 3.  Continued use of EAL/D Class Dojo group for all EAL/D families to disseminate information.</p> <p>Development of home/school partnerships with EAL/D Meet and Greet afternoon Tea gatherings.</p> <p><b>The allocation of this funding has resulted in:</b>  TPS fosters positive teacher-parent relationships, ensuring optimum student learning, engaging in interviews and supporting all aspects of education and wellbeing for NAP EAL/D students.</p> <p>Pre-enrolment interviews, organising Authority to Enroll and Fee Exemptions regarding income and visa constraints are all avenues which support the NAP families.</p> <p>EAL/D support programs are conducted involving regular collaboration with class teachers to ensure best possible academic outcomes for students.</p> <p>TPS build extremely strong, positive relationships with newly arrived EAL/D families, providing opportunities for all to engage and be invested in their child's learning.</p> <p>Practical support for the NAP students and their families ensures that the transition to TPS is smooth and promotes a positive beginning for achieving appropriate educational outcomes for the student in an Australian school setting.  We actively foster strong partnerships between TPS and the multicultural community.  Meet and Greet afternoons have resulted in a strong cohesive support network for EAL/D families. Meetings have grown to include over 80% of EAL/D families in attendance, fostering interaction of parents, staff and students, establishing collaborative relationships within the whole school community, resulting in families feeling accepted and becoming active P&amp;C members.</p>

<p>New Arrivals Program</p> <p>\$2,775.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support families and students to ensure quality teaching and learning.</p>
<p>Integration funding support</p> <p>\$188,076.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tamworth Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around student needs-behaviour, curriculum access(adjustments, IEPs, BMP, RMP)</li> <li>• consultation with external providers for the implementation of literacy programs, OT, Speech exercises.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students with disabilities being supported in mainstream classrooms and having modified support and equal access to the curriculum. Students have full participation in all school activities, decreased behaviour intervention, positive social connections and support to engage in meaningful activities with their same age peers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor, update IEPs, transition to the next stages of learning/schooling. Gain feedback from teachers, monitor school data.</p>
<p>Socio-economic background</p> <p>\$136,470.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tamworth Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Feedback &amp; Decision Making</li> <li>• Peer Support Program</li> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• SLSO Support for educational needs of students</li> <li>• SLSO Support for Welfare needs of students</li> <li>• Class Teacher Reallocate time to look at PLAN 2 and learning progressions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> As a result of COVID 19 implications and home learning structures there has been a need for additional support programs to be put in place to support students academically and emotionally. Student welfare concerns have been a major factor throughout 2021. SLSO support programs and in-class SLSO support has been beneficial in raising student capacity, particularly K-2.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use this funding allocation to support students with academic and welfare concerns by implementing programs and funding for staffing (SLSO, Welfare teacher).</p>

Aboriginal background

\$28,174.92

Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tamworth Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Peer Support Program
- Student Feedback & Decision Making
- Data Driven Practices

**Overview of activities partially or fully funded with this equity loading include:**

- employment of additional staff to deliver personalised support for Aboriginal students
- employment of specialist additional staff (LaST) to support Aboriginal students
- employment of specialist additional staff (SLSO) to support Aboriginal students
- staffing release to support development and implementation of Personalised Learning Plans
- Direct consultation with Aboriginal Education coordinator to ensure PLP's are meaningful and indicative of individual student's needs.
- employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy

**The allocation of this funding has resulted in:**

Impact

All students from Kindergarten to Year Six were supported in the development of a Personalised Learning Pathway. Tamworth Public School has created the opportunity to foster high level of support from parents and families in formulating plans and appropriate personal goal setting with the collaborative support of all staff. The PLP's focus on establishing strong individual learning outcomes for Indigenous students across all Key Learning Areas.

The PLP's provide effective collaboration between parents, students and teachers, communicating our dedication to enriching the learning outcomes of Indigenous students. These PLP's which encompass Literacy, Numeracy and personal goals have been extremely beneficial and instrumental in narrowing the education gap for all Indigenous students whilst ensuring a strong focus on improving learning outcomes for these students.

TPS Indigenous students have shown significant growth in NAPLAN Reading over the past 4 years as a direct result of the high quality, teaching and learning programs developed collegially with classroom teachers and the learning support team (33% growth)

2021 NAPLAN results have reflected the narrowing of the gap in Literacy and Numeracy for Indigenous students.

Year 3 NAPLAN 2021: Indigenous student's results:

Reading: 60% indigenous students in top 3 bands.

Writing: 80% indigenous students in top 3 bands

Numeracy: 16% indigenous students in top 3 bands.

Year 5 NAPLAN 2021: Indigenous student's results:

Reading: 60% indigenous students in top 3 bands.

Writing: 60% indigenous students in top 3 bands

Numeracy: 33% indigenous students in top 3 bands.

The engagement of Aboriginal Education specialists and guest speakers and interaction with community organisations including the AECG, The Opportunity Hub and Aboriginal Lands Council has resulted in positive relationships. These connections are extremely beneficial to the school and encourage collaboration with the wider indigenous community. NAIDOC celebrations involve an ever-increasing number of indigenous students and wider community participants who feel valued, welcome and included at TPS.

<p>Aboriginal background</p> <p>\$28,174.92</p>	<p>Staffing, program structure and resource management discussed at Aboriginal Education Committee meetings has resulted in efficient and equitable distribution of the Ab Ed budget. This has allowed for school wide resourcing resulting in a broader and deeper understanding and knowledge of indigenous culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>TPS builds extremely strong, positive relationships with Indigenous families, providing opportunities for all to engage and be invested in their child's learning. We will continue to provide excellent educational support to ensure narrowing of the gap.</p>
<p>English language proficiency</p> <p>\$53,397.28</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• * EAL/D specialist teacher engaged five days per week to implement the New Arrivals Program (NAP) for targeted students.</li> <li>* EAL/D programs delivered through direct and collaborative teaching approaches where content and knowledge is built and language is modelled, guided and then independent.</li> <li>* ESL Progressions assessments for all students conducted each term. Support and interviews with new enrolments of EAL/D students and families to assess needs.</li> <li>* Fee exemption applications and Authority to Enrol requirements completed successfully for families.</li> <li>* Regular collaboration with classroom teachers to support EAL/D students in mainstream classrooms both in face-to-face learning and Learning from Home period.</li> <li>* Assessments conducted and funding applications completed for newly arrived students.</li> <li>* Comprehension assessments for Stages 2 and 3 EAL/D.</li> <li>* All students from Years Three to Six participated in a school-based Multicultural Perspectives Public Speaking Competition.</li> <li>* EAL/D Annual Survey completed to assist with future funding of EAL/D program.</li> <li>* Creation of new report format for Semester 2, 2021 as per guidelines from the Dept. of Education for Covid -19. EAL/D reports sent home to communicate EAL/D progress to families Semester 1 and 2.</li> <li>* Adjustments of Learning phases entered into ERN to maintain EAL/D each term.</li> <li>* Continued contact and support for families and teachers during the learning from home period in Term 3.</li> <li>* Continued use of EAL/D Class Dojo group for all EAL/D families to disseminate information.</li> <li>* Regional support in EAL/D Network leadership role- S Palmer.</li> <li>* Coordinate and conduct EAL/D Network Meetings- Tamworth Region.</li> <li>* Formulate observations of Kindy 2022 at Orientation with Early Stage 1 AP.</li> <li>* Liaise with AP's of all Stage groups to ensure appropriate class placement of EAL/D students for 2021</li> <li>* Review of SLSO support timetables for EAL/D.</li> <li>* EAL/D State-wide Staffroom TEAMS weekly meetings online. <ul style="list-style-type: none"> <li>• * additional teacher time to provide targeted support for EAL/D students and for development of programs</li> <li>• * withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• * establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• * provide EAL/D Progression levelling PL to staff</li> </ul> </li> </ul>

<p>English language proficiency</p> <p>\$53,397.28</p>	<ul style="list-style-type: none"> <li>• * engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A growing number of student enrolments from a variety of cultural and language backgrounds has ensured a continued focus on Multicultural Education at Tamworth Public School.</p> <p>Culturally inclusive programs are embedded in classroom practice. This ensures that our students have the knowledge, skills and attitudes necessary to be effective citizens in a modern, democratic and multicultural society.</p> <p>EAL/D specialist teacher works closely with the Learning and Support Team and Well-being Teacher, maintaining respectful, collaborative relationships focusing on positive learning and wellbeing outcomes for students.</p> <p>EAL/D Learning Progression Phases.</p> <p>BLL: Beginning Limited literacy background in first language: 4%</p> <p>BSL: Beginning Some print literacy in first Language: 11%</p> <p>Emerging: 38%</p> <p>Developing: 43%</p> <p>Consolidating: 4%</p> <p>Year 3 NAPLAN 2021: EAL/D student's results:</p> <p>Reading: 60% EAL/D students in top 3 bands.</p> <p>Writing: 80% EAL/D students in top 3 bands</p> <p>Numeracy: 16% EAL/D students in top 3 bands.</p> <p>Year 5 NAPLAN 2021: EAL/D student's results:</p> <p>Reading: 60% EAL/D students in top 3 bands.</p> <p>Writing: 0% EAL/D students in top 3 bands.</p> <p>Numeracy: 80% EAL/D students in top 3 bands.</p> <p>Year 3 NAPLAN 2021: LBOTE student's results:</p> <p>Reading: 60% LBOTE students in top 3 bands.</p> <p>Writing: 80% LBOTE students in top 3 bands.</p> <p>Numeracy: 60% LBOTE students in top 3 bands.</p> <p>Year 5 NAPLAN 2021: LBOTE student's results:</p> <p>Reading: 71% LBOTE students in top 3 bands.</p> <p>Writing: 33% LBOTE students in top 3 bands.</p> <p>Numeracy: 64% LBOTE students in top 3 bands.</p> <p>Pre-enrolment interviews, use of EAL/D checklists, organising Authority to Enrol and Fee Exemptions regarding income and visa constraints are all avenues which provide support for the EAL/D families.</p> <p>Tamworth Public School fosters positive teacher-parent relationships, ensuring optimum student learning, engaging in interviews and supporting all aspects of education and wellbeing for EAL/D students.</p> <p>EAL/D support programs are conducted involving regular collaboration with class teachers to ensure best possible academic outcomes for students.</p> <p>Tamworth Public School builds extremely strong, positive relationships with EAL/D families, providing opportunities for all to engage and be invested in their child's learning.</p> <p>Practical support for the EAL/D students and their families ensures that the transition to TPS is smooth and promotes a positive beginning for achieving appropriate educational outcomes for the student in an Australian school setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to support families and students to ensure quality teaching and learning.</p>
<p>Low level adjustment for disability</p> <p>\$231,482.72</p>	<p>Low level adjustment for disability equity loading provides support for students at Tamworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$231,482.72</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Overview of activities partially or fully funded with this equity loading include:</li> </ul> <ul style="list-style-type: none"> <li>* Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>* Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>* Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>* Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>* Employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists.</li> <li>* Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students having equal access to the curriculum. Students feeling supported and having additional staff to identify with and go to for support. SLSO support in classrooms, triaged by Learning and Support Team and school executive.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor programs and student engagement.</p>
<p>Location</p> <p>\$3,479.17</p>	<p>The location funding allocation is provided to Tamworth Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning - Planning and Assessment 2021</li> <li>• Student Feedback &amp; Decision Making</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• Opportunity for staff to engage with Visible learning online training given our regional access limitations.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students from low socioeconomic backgrounds were able to participate in all school excursions and incursions. All staff had the opportunity to access online training.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Maintain assistance across the school for those families and students that require it.</p>
<p>Literacy and numeracy</p> <p>\$22,959.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Tamworth Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$22,959.85</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• K-2 Syllabus Implementation &amp; Learning Progressions</li> <li>• Data Driven Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> <li>• Classroom teachers provided with additional release time to complete PL around literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>An increased understanding of the importance of collecting and analysing a variety of data to reflect on teaching and learning. These assessments provided clear direction for future teaching.</p> <p>Once teachers were introduced to the new K-2 Curriculum they then discussed the impact these changes would have on their teaching and what PL might be available for them to become familiar with the changes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Professional learning for all staff in areas such as: Mathematics K-2, English K-2 and Quality Curriculum Implementation K-6 which will assist our teachers with implementing the new curriculum.</p>
<p>QTSS release</p> <p>\$171,540.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tamworth Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Visible Learning - Planning and Assessment 2021</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Assistant Principals availability to guide and monitor their stage teachers both in the classroom and through face to face professional learning. This has resulted in an improvement of collaborative planning and up-skilling of teachers particularly those that are either new to the school or stage.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue with the model that has been in place over the past 3 years as it has demonstrated that our staff are receiving hands on and proactive professional learning from their assistant Principals. It also up-skills the Assistant Principals giving them an Instructional Leadership role.</p>
<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Tamworth Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• • employment of teachers/educators to deliver small group tuition</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$105,951.51</p>	<p><b>The allocation of this funding has resulted in:</b>  A large number of students participating in small group tuition that is tailored to their specific needs and target areas as identified by CT and executive. Students come into the program and participate for 20 weeks or until target levels have been achieved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  Continue looking at school data allowing students the opportunity to specialized tuition after the disruption of COVID- home learning but also blocks of face to face learning students are missing while they are in isolation.</p>
<p>COVID ILSP</p> <p>\$280,036.79</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Overview of activities partially or fully funded with this targeted funding include:</li> </ul> <p>employment of teachers/educators to deliver small group tuition</p> <p><b>The allocation of this funding has resulted in:</b>  The allocation of this funding has resulted in:</p> <p>A large number of students participating in small group tuition that is tailored to their specific needs and target areas as identified by CT and executive. Students come into the program and participate for 20 weeks or until target levels have been achieved.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue looking at school data allowing students the opportunity to specialized tuition after the disruption of COVID- home learning but also blocks of face to face learning students are missing while they are in isolation.</p>
<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• additional staffing for targeted interventions to support student learning</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Refugee Student Support</p> <p>\$338.45</p>	<p>Practical support for Refugee students and their families ensures that the transition to TPS is smooth and promotes a positive beginning for achieving appropriate educational outcomes for the student in an Australian school setting.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support families and students to ensure quality teaching and learning.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	449	448	444	457
Girls	474	466	451	435

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94	94.1	95.6	93.8
1	94.5	93.2	94.5	93.4
2	95.2	93.8	94	93.3
3	93.8	93.2	94.8	91.1
4	94.4	93.7	95	92.2
5	94	93.8	94.5	92.3
6	93.5	93.3	93.6	91.7
All Years	94.2	93.6	94.6	92.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

The school has maintained excellent attendance rates even during COVID-19 Learning from Home periods with high levels of student engagement with online and grade based learning packages.

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during

Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	36.88
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.2
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	8.87
Other Positions	1

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	789,461
<b>Revenue</b>	9,221,069
Appropriation	9,009,732
Sale of Goods and Services	24,449
Grants and contributions	171,816
Investment income	659
Other revenue	14,413
<b>Expenses</b>	-9,372,081
Employee related	-8,682,347
Operating expenses	-689,734
<b>Surplus / deficit for the year</b>	-151,012
<b>Closing Balance</b>	638,448

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	179,177
<b>Equity Total</b>	577,955
Equity - Aboriginal	154,522
Equity - Socio-economic	138,554
Equity - Language	53,397
Equity - Disability	231,483
<b>Base Total</b>	6,687,546
Base - Per Capita	226,357
Base - Location	3,479
Base - Other	6,457,710
<b>Other Total</b>	848,298
<b>Grand Total</b>	8,292,976

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

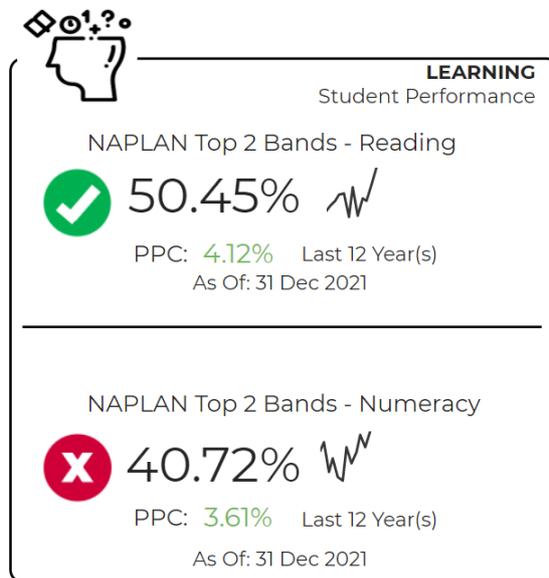
# School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

The Education Council, the National Assessment Program (or NAPLAN) proceeded again in 2021 after not being implemented in 2020 due to the COVID-19 pandemic.

Our school deferred the online NAPLAN assessment until 2022 as this enabled our school leaders, teachers and support staff to focus on managing resources, in particular, technology on such a big scale in a large school, as well as coordinating staffing for the preparation of online assessment whilst continuing to maintain continuity of education due to the disruptions to teaching and learning caused by the pandemic.



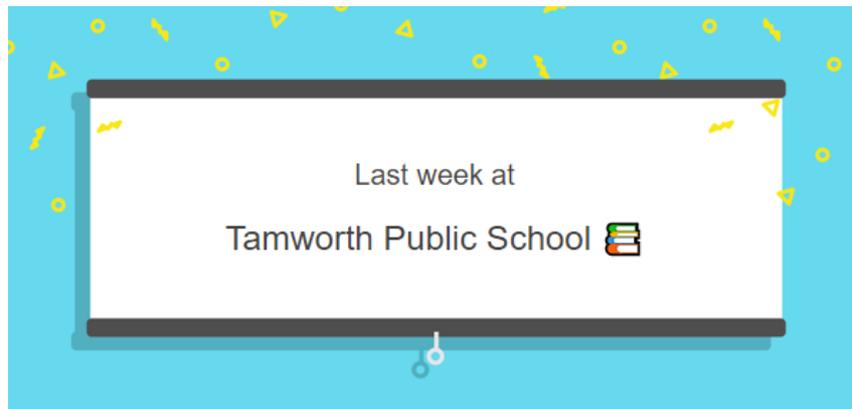
Top 2 Bands in NAPLAN 2021 progress

## Parent/caregiver, student, teacher satisfaction

The communication committee of the P&C designed a survey for all parents at Tamworth Public School, to determine the best method for the delivery of our school magazine 'The Magpie'. Results collected indicated that the current practices of providing options for families including via Dojo, as a paper copy, or through the app was appreciated and liked by those surveyed. Content wise, parents also noted enjoying seeing staff profiles and the spotlight on classes as content areas in the Magpie. They also appreciated the calendar of upcoming events and the role that this newsletter plays in keeping our community connected..

Students participated in the Tell Them From Me Surveys during 2021. 95% of students said they had high Expectations for Success and 89% of students believed that they had an Advocacy at School. The alarming downward trend in A Sense of Belonging continued with only 67% in 2021 compared to 69% in 2020. The school has identified student agency as a focus area and have incorporated Student engagement and decision making as part of Strategic direction 3 in our School Strategic Improvement Plan 2021 -2024.

In 2021 Staff completed the People Matters Employee Survey. 72.73% of staff said they were satisfied with their job and 81.82% said their job gave them a feeling of personal accomplishment.



**Wow! Look how your school community came together last week:**



**1,857**  
messages  
sent home



**73**  
stories shared



**992**  
skills  
celebrated



**97%**  
positive  
feedback

The diagram shows that our school maintains effective communication with the community.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.